

Division of Online and Professional Studies

Public Disclosures for ACBSP

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**Standard #4 Measurement and Analysis of Student Learning and Performance**

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

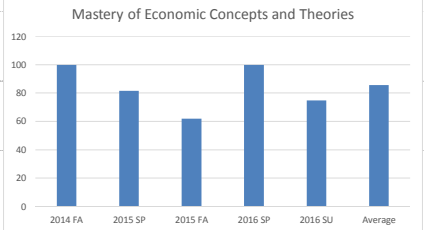
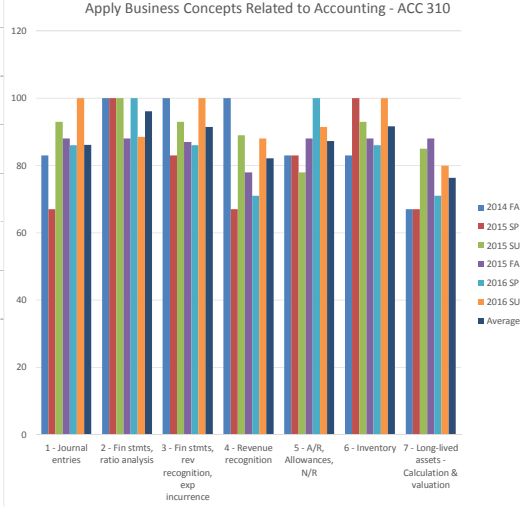
Performance Indicator	Definition
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work                      Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.                      Formative – An assessment conducted during the student’s education.                      Summative – An assessment conducted at the end of the student’s education.                      Internal – An assessment instrument that was developed within the business unit.                      External – An assessment instrument that was developed outside the business unit.                      Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)														
		Current Results	Analysis of Results	Action Taken or Improvement made															
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?															
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																		
<p><b>Performance Measure:</b> SLO 4 - Students will be able to apply communication theory and strategy to business leadership and management.  <b>Measurable Goal:</b> Students will apply communication theory applicable to new, expanding and maturing businesses in BUS 349  <b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Final Paper in BUS 349 assessed using a standardized rubric.  <b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.  <b>Current Results:</b> Goal met. An average of 100% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective instruction.</p>	<p>Although no action is required at this time, a further look to ensure calibration in the use of the rubric can be considered due to the consistent 100% outcome.                      Continue to monitor each time course is taught.                      If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Application of the Appropriate Communication Theory</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015 SP</td> <td>100</td> </tr> <tr> <td>2015 SU</td> <td>100</td> </tr> <tr> <td>2015 FA</td> <td>100</td> </tr> <tr> <td>2016 SP</td> <td>100</td> </tr> <tr> <td>2016 SU</td> <td>100</td> </tr> <tr> <td>Average</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2015 SP	100	2015 SU	100	2015 FA	100	2016 SP	100	2016 SU	100	Average	100
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<p><b>Performance Measure:</b> SLO 6 - Students will be able to integrate business concepts related to international business.  <b>Measurable Goal:</b> Students will describe economics issues related to an international market in BUS 334  <b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> International Forces Paper in BUS 334 assessed using a standardized rubric.  <b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.  <b>Current Results:</b> Goal met. An average of 96% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Lecture material varied by instructor. Students would benefit from identical lecture materials across sections to ensure universal access to important and foundational material.</p>	<p>While the goal was met, the outcome dipped in Summer 2015. The course designer introduced additional lecture material within the weekly instruction to provide more opportunities to explore and analyze the content so students could relate it to the major paper.                      Continue to monitor each time course is taught.                      If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Impact of International Forces</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 FA</td> <td>100</td> </tr> <tr> <td>2015 SP</td> <td>100</td> </tr> <tr> <td>2015 SU</td> <td>88</td> </tr> <tr> <td>2016 SP</td> <td>89</td> </tr> <tr> <td>2016 SU</td> <td>100</td> </tr> <tr> <td>Average</td> <td>96</td> </tr> </tbody> </table>	Year	Score	2014 FA	100	2015 SP	100	2015 SU	88	2016 SP	89	2016 SU	100	Average	96
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<p><b>Performance Measure:</b> SLO 7 - Students will be able to apply business concepts related to human resource management.</p> <p><b>Measurable Goal:</b> Students will apply the principles and practices involved in supervising employees and administering personnel programs in BUS 343</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Case Analysis Write-up in BUS 343 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 85.5% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Changed rubric to be specific to the application of two HR concepts and one biblical concept. Students did not include all of the required concepts or did not provide a thorough analysis of their applicability to the case which reduced their scores. This may be as a result of students not reading the required course material.</p>	<p>When the course is redeveloped, quizzes will be incorporated periodically throughout the course to encourage and ensure students are reading the textbook and supplemental material. Having the underlying knowledge and understanding of the concepts introduced and discussed in the course material is vital for students to be able to apply those concepts in their case analysis. Continue to monitor each time course is taught.</p>	<table border="1"> <caption>Apply Human Resources Concepts</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>SU 2015</td> <td>87.5</td> </tr> <tr> <td>FA 2015</td> <td>89.0</td> </tr> <tr> <td>SP 2016</td> <td>85.0</td> </tr> <tr> <td>SU 2016</td> <td>80.5</td> </tr> <tr> <td>Average</td> <td>85.5</td> </tr> </tbody> </table>	Term	Score	SU 2015	87.5	FA 2015	89.0	SP 2016	85.0	SU 2016	80.5	Average	85.5												
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<p><b>Performance Measure:</b> SLO 10 - Students will be able to analyze business concepts related to business and organizational management along with associated integration of Biblical Principles.</p> <p><b>Measurable Goal:</b> Students will integrate biblical, management, and decision-making principles in BUS 463</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Case Analysis Write-up in BUS 463 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goals met. <u>Statement of Core Problems.</u> An average of 95.7% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p><u>Implementation of Best Solution.</u> An average of 93.3% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p><u>Justification for Solution.</u> An average of 92.1% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Until Summer 2016, the course had 4 to 5 deliverables each week. Given the high level of student performance, fewer but more substantial, robust, and relevant assignments are more appropriate for effective learning.</p>	<p>The course was redeveloped for Summer 2016. New standard lectures were included so all students have the same learning experience for important or significant topics. In the previous build, students had 4 to 5 deliverables a week. The new build combined smaller weekly assignments into fewer but more substantial, robust, and relevant assignments. Continue to monitor each time course is taught.</p>	<table border="1"> <caption>Analysis of Business and Organizational Management Concepts</caption> <thead> <tr> <th>Concept</th> <th>2014 FA</th> <th>2015 SP</th> <th>2015 SU</th> <th>2015 FA</th> <th>2016 SP</th> </tr> </thead> <tbody> <tr> <td>Statement of Core Problem</td> <td>95.7</td> <td>95.7</td> <td>95.7</td> <td>95.7</td> <td>95.7</td> </tr> <tr> <td>Implementation of Best Solution</td> <td>93.3</td> <td>93.3</td> <td>93.3</td> <td>93.3</td> <td>93.3</td> </tr> <tr> <td>Justification for Solution</td> <td>92.1</td> <td>92.1</td> <td>92.1</td> <td>92.1</td> <td>92.1</td> </tr> </tbody> </table>	Concept	2014 FA	2015 SP	2015 SU	2015 FA	2016 SP	Statement of Core Problem	95.7	95.7	95.7	95.7	95.7	Implementation of Best Solution	93.3	93.3	93.3	93.3	93.3	Justification for Solution	92.1	92.1	92.1	92.1	92.1
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<p><b>Performance Measure:</b> SLO 2 - Students will be able to exercise the use of business concepts related to micro and macroeconomics. <b>Measurable Goal:</b> Students will apply the economic theories and techniques to real world decisions that manager’s face in BUS 218 <b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Final Exam in BUS 218 assessed using a standardized rubric. <b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale. <b>Current Results:</b> Goal met. An average of 86% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>This course was revised for Fall 2015. Assignments were changed to be more related to current economic events and more relevant to current business practices. The change was considerably different and the students had difficulty understanding the requirements to successfully apply the concepts they learned to the Critical Assignment. Additional weekly lecture materials were added to help prepare students. Also, the Critical Assignment instructions and expectations were clarified for the Spring 2016. Students performed considerably better. The low score in Summer 2016 is due to numerous students not completing the Critical Assignment. The zero score for these five students skewed the data down.</p>	<p>The changes that were made for Fall 2015 were revised for further clarification. Faculty will continue to express to students the importance of completing the Critical Assignment not only for assessment purposes but also to significantly improve their grade in the course. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	 <table border="1"> <caption>Mastery of Economic Concepts and Theories</caption> <thead> <tr> <th>Term</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 FA</td> <td>100</td> </tr> <tr> <td>2015 SP</td> <td>80</td> </tr> <tr> <td>2015 FA</td> <td>60</td> </tr> <tr> <td>2016 SP</td> <td>100</td> </tr> <tr> <td>2016 SU</td> <td>75</td> </tr> <tr> <td>Average</td> <td>85</td> </tr> </tbody> </table>	Term	Score	2014 FA	100	2015 SP	80	2015 FA	60	2016 SP	100	2016 SU	75	Average	85																																																		
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<p><b>Performance Measure:</b> SLO 3 - Students will be able to apply business concepts related to accounting. <b>Measurable Goal:</b> Students will translate business transactions into accounting entries and financial statements in ACC 310 <b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Practical Exercise Modules in ACC 310 assessed using a standardized rubric. <b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale. <b>Current Results:</b> Goal met on items 1 - 9. <u>1. Journal Entries.</u> An average of 86.2% of students scored 3 or 4 out of 4 on a 4 points scale. <u>2. Financial Statements and Ratio Analysis.</u> An average of 96.1% of students scored 3 or 4 out of 4 on a 4 points scale. <u>3. Financial Statements, Revenue Recognition, Expense Incurrence.</u> An average of 91.5% of students scored 3 or 4 out of 4 on a 4 points scale. <u>4. Revenue Recognition.</u> An average of 82.2% of students scored 3 or 4 out of 4 on a 4 points scale. <u>5. A/R, Allowances, N/R.</u> An average of 87.3% of students scored 3 or 4 out of 4 on a 4 points scale. <u>6. Inventory.</u> An average of 91.7% of students scored 3 or 4 out of 4 on a 4 points scale. <u>7. Long-Lived Assets.</u> An average of 76.3% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. The course was rebuilt for the Summer 2016 session to include a new textbook, lecture materials, homework system, and assignments. The students benefited from the new format and material as five of the seven dimensions showed improved scores over the Spring 2016 scores. <u>Item 2, Financial Statements and Ratio Analysis</u> scored lower than the Spring due to the approach taken by the authors of the new textbook. The approach is much more detailed and provided insight into the U.S. standards (U.S. GAAP) as well as the international standards (IFRS). The lectures were based on more on the U.S. standards so students had fewer opportunities for learning the international standards before working through them on the assessment. <u>5. A/R, Allowances, N/R</u> - Similar challenges occurred. The lecture material was more focused on U.S. requirements and specific methodologies whereas the assignments were broader and covered material that was in the book but not in the lecture materials.</p>	<p>While the goals were met, the outcomes dipped in Summer 2016 for Item 2, and Item 5. The course designer redesigned the course for Summer 2016 and introduced a new textbook, lecture materials, homework systems, and assignments. Since all of these are new, it is difficult to compare the preceding semesters to Summer 2016. The professor will introduce supplemental lecture materials for those topics and reevaluate the problems included in the homework assignments and assessment instruments to ensure they are at the appropriate level of difficulty. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	 <table border="1"> <caption>Apply Business Concepts Related to Accounting - ACC 310</caption> <thead> <tr> <th>Category</th> <th>2014 FA</th> <th>2015 SP</th> <th>2015 SU</th> <th>2016 FA</th> <th>2016 SP</th> <th>2016 SU</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>1 - Journal entries</td> <td>85</td> <td>88</td> <td>90</td> <td>85</td> <td>88</td> <td>85</td> <td>87</td> </tr> <tr> <td>2 - Fin stmts, ratio analysis</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> </tr> <tr> <td>3 - Fin stmts, rev recognition, exp. incurrence</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> </tr> <tr> <td>4 - Revenue recognition</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> </tr> <tr> <td>5 - A/R, Allowances, N/R</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> <td>85</td> </tr> <tr> <td>6 - Inventory</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> <td>95</td> </tr> <tr> <td>7 - Long-lived assets - calculation &amp; valuation</td> <td>75</td> <td>75</td> <td>75</td> <td>75</td> <td>75</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	Category	2014 FA	2015 SP	2015 SU	2016 FA	2016 SP	2016 SU	Average	1 - Journal entries	85	88	90	85	88	85	87	2 - Fin stmts, ratio analysis	95	95	95	95	95	95	95	3 - Fin stmts, rev recognition, exp. incurrence	85	85	85	85	85	85	85	4 - Revenue recognition	85	85	85	85	85	85	85	5 - A/R, Allowances, N/R	85	85	85	85	85	85	85	6 - Inventory	95	95	95	95	95	95	95	7 - Long-lived assets - calculation & valuation	75	75	75	75	75	75	75
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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?	
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative				
<p><b>Performance Measure:</b> SLO 3 - Students will be able to apply business concepts related to accounting.</p> <p><b>Measurable Goal:</b> Students will translate business transactions into accounting entries and financial statements in ACC 311</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Practical Exercise Modules in ACC 311 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met on items 1 - 9.</p> <p>1. <u>Investments</u>. An average of 94.3% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>2. <u>Debt Journal Entries</u>. An average of 94.2% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>3. <u>Debt Calculations</u>. An average of 91.8% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>4. <u>Leases</u>. An average of 89.0% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>5. <u>Taxes</u>. An average of 90.0% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>6. <u>Pensions &amp; Post-retirement Benefits</u>. An average of 92.5% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>7. <u>Shareholders' Equity</u>. An average of 92.0% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>8. <u>Earnings per Share</u>. An average of 94.5% of students scored 3 or 4 out of 4 on a 4 points scale.</p> <p>9. <u>Changes &amp; Error Corrections</u>. An average of 79.3% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. The course was rebuilt for the Summer 2016 session to include a new textbook, lecture materials, homework system, and assignments. The students benefited from the new format and material as six of the nine dimensions showed improved scores over the Spring 2016 scores. The three items where the scores were lower in Summer 2016 (Items 4, 6, and 8), the scores were not significantly lower. Item 9 showed a significant improvement over the prior two semesters indicating improved coverage of the material assessed.</p>	<p>While the goals were met, the outcomes dipped in Summer 2016 for Items 4, 6, and 8, but the decrease was not significant. The professor will introduce supplemental lecture materials for those topics.</p> <p>Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p><b>Apply Business Concepts Related to Accounting - ACC 311</b></p>
<p><b>Performance Measure:</b> SLO 4 - Students will be able to apply business concepts related to business finance.</p> <p><b>Measurable Goal:</b> Students with describe and explain the principles of financial statement analysis in ACC 251</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Practical Exercise Module in ACC 251 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 94% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Some students continue to struggle with ratios related to shareholders' equity due to the complexity of the equations and the requirement to average numerous balance sheet line items within the formula.</p>	<p>In Fall 2014, the instructor evaluated the assessment data and determined that additional instructional material was necessary to provide students with the skills and tools they needed to master analytical procedures (ratio analysis). The lecture material was added to the course in Fall 2014 with positive results. Overall, students are able to glean the information necessary from the lectures to successfully perform the assigned calculations and analyses. As some students continue to struggle with the ratios related to shareholders' equity, additional lecture material on those specific calculations may need to be added.</p> <p>Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p><b>Prepare Basic Analytical Calculations</b></p>
<p><b>Performance Measure:</b> SLO 5 - Students will be able to integrate business concepts related to international business.</p> <p><b>Measurable Goal:</b> Students will describe economics issues related to an international market in BUS 334</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> International Forces Paper in BUS 334 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 96% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Lecture material varied by instructor. Students would benefit from identical lecture materials across sections to ensure universal access to important and foundational material.</p>	<p>While the goal was met, the outcome dipped in Summer 2015. The course designer introduced additional lecture material within the weekly instruction to provide more opportunities to explore and analyze the content so students could relate it to the major paper.</p> <p>Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p><b>Impact of International Forces</b></p>

**Standard #4 Measurement and Analysis of Student Learning and Performance**

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work                      Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.                      Formative – An assessment conducted during the student’s education.                      Summative – An assessment conducted at the end of the student’s education.                      Internal – An assessment instrument that was developed within the business unit.                      External – An assessment instrument that was developed outside the business unit.                      Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)														
		Current Results	Analysis of Results	Action Taken or Improvement made															
<b>Measurable goal</b>	<b>Do not use grades.</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>															
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>																		
<p><b>Performance Measure:</b> SLO 2 - Students will be able to exercise the use of business concepts related to micro and macroeconomics.</p> <p><b>Measurable Goal:</b> Students will apply the economic theories and techniques to real world decisions that manager’s face in BUS 218</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Final Exam in BUS 218 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 86% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>This course was revised for Fall 2015. Assignments were changed to be more related to current economic events and more relevant to current business practices. The change was considerably different and the students had difficulty understanding the requirements to successfully apply the concepts they learned to the Critical Assignment. Additional weekly lecture materials were added to help prepare students. Also, the Critical Assignment instructions and expectations were clarified for the Spring 2016. Students performed considerably better. The low score in Summer 2016 is due to numerous students not completing the Critical Assignment. The zero score for these five student skewed the data down.</p>	<p>The changes that were made for Fall 2015 were revised for further clarification. Faculty will continue to express to students the importance of completing the Critical Assignment not only for assessment purposes but also to significantly improve their grade in the course. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Mastery of Economic Concepts and Theories</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 FA</td> <td>100</td> </tr> <tr> <td>2015 SP</td> <td>80</td> </tr> <tr> <td>2015 FA</td> <td>60</td> </tr> <tr> <td>2016 SP</td> <td>100</td> </tr> <tr> <td>2016 SU</td> <td>75</td> </tr> <tr> <td>Average</td> <td>85</td> </tr> </tbody> </table>	Year	Score	2014 FA	100	2015 SP	80	2015 FA	60	2016 SP	100	2016 SU	75	Average	85
Year	Score																		
2014 FA	100																		
2015 SP	80																		
2015 FA	60																		
2016 SP	100																		
2016 SU	75																		
Average	85																		
<p><b>Performance Measure:</b> SLO 5 - Students will be able to exercise business concepts related to quantitative analysis and statistics.</p> <p><b>Measurable Goal:</b> assemble and present statistical data, probability distributions, sampling techniques, and statistical analysis in MKT 323</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Marketing Research Paper in MKT 323 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 89.0% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. The professor used different techniques for instructing and assisting students with the research methodology portion of the project. In Fall 2014, the instructions were available to the students in Blackboard. In Summer 2015, in an attempt to help the students better understand the project, the professor offered much more detailed additional information in weekly announcements as well as step-by-step instructional sessions. Upon reflection, the professor realized that instead of providing the students with the tools they needed to succeed on the assignment, he inadvertently walked them through many of the assignment requirements. In Spring 2016, the professor changed his approach back to the information available in the assignment instructions in Blackboard and offered assistance to students on an as-needed basis. Few students contacted the professor for assistance and support. The professor concluded that the current instructions do not provide the depth of description or detail on the requirements and expectations for the assignment.</p>	<p>While the goal was met the outcome dipped in Summer 2016. The course designer analyzed the results and determined that the assignment provides valuable opportunities for learning and gives the students the tools they need to be successful in the workplace. After the approach to the assignment instructions changed, the course designer determined that the instructions did not provide the necessary level of detail of the requirements and expectations for the assignment. Going forward, the course designer will change the instructions of the assignment to provide more clarity. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Student properly identified and conducted appropriate research methods</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 FA</td> <td>90</td> </tr> <tr> <td>2015 SU</td> <td>100</td> </tr> <tr> <td>2016 SP</td> <td>75</td> </tr> <tr> <td>Average</td> <td>88</td> </tr> </tbody> </table>	Year	Score	2014 FA	90	2015 SU	100	2016 SP	75	Average	88				
Year	Score																		
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		Analysis of Results																	
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)														
<b>Measurable goal</b>	<b>Do not use grades.</b>	<b>What are your current results?</b>	<b>What did you learn from the results?</b>	<b>What did you improve or what is your next step?</b>															
<b>What is your goal?</b>	<b>(Indicate type of instrument) direct, formative, internal, comparative</b>																		
<p><b>Performance Measure:</b> SLO 7 - Students will be able to explain and apply business concepts related to integrated marketing communications and consumer behavior.</p> <p><b>Measurable Goal:</b> Students will describe key aspects of the consumer behavior model and analyze data to maximize marketing strategies in MKT458.</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Case Study in MKT 458 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 95% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Students were required to perform a Case Study Analysis. In Summer 2014, significant additional instructions were provided beyond the assignment instructions. This led to a high level of achievement. In Spring 2015, the professor did not provide significant additional instructions and allowed the students to rely on the instructions that were available in Blackboard. Upon reviewing the Spring 2015 results, the course designer determined that the instructions provided in the course were not detailed enough and lacked clarity. Additional detail and clarification was added to the instructions for Fall 2015. This resulted in higher student achievement on the assignment.</p>	<p>While the goal was met, the outcome dipped in Spring 2015. The course designer introduced additional instructions to provide clarity for the requirements and expectations for the assignment. Continue to monitor each time course is taught.</p> <p>If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p>Application of the appropriate consumer behavior strategies</p> <table border="1"> <caption>Application of the appropriate consumer behavior strategies</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 SU</td> <td>100</td> </tr> <tr> <td>2015 SP</td> <td>80</td> </tr> <tr> <td>2015 FA</td> <td>100</td> </tr> <tr> <td>Average</td> <td>95</td> </tr> </tbody> </table>	Year	Score	2014 SU	100	2015 SP	80	2015 FA	100	Average	95				
Year	Score																		
2014 SU	100																		
2015 SP	80																		
2015 FA	100																		
Average	95																		
<p><b>Performance Measure:</b> SLO 9 - Students will be able to integrate business concepts related to international marketing.</p> <p><b>Measurable Goal:</b> Students will describe economics issues related to an international market in BUS 334</p> <p><b>What is your goal?</b> 75% of students will score 70% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> International Forces Paper in BUS 334 assessed using a standardized rubric.</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 96% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Lecture material varied by instructor. Students would benefit from identical lecture materials across sections to ensure universal access to important and foundational material.</p>	<p>While the goal was met, the outcome dipped in Summer 2015. The course designer introduced additional lecture material within the weekly instruction to provide more opportunities to explore and analyze the content so students could relate it to the major paper. Continue to monitor each time course is taught.</p> <p>If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p>Impact of International Forces</p> <table border="1"> <caption>Impact of International Forces</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 FA</td> <td>100</td> </tr> <tr> <td>2015 SP</td> <td>100</td> </tr> <tr> <td>2015 SU</td> <td>88</td> </tr> <tr> <td>2016 SP</td> <td>89</td> </tr> <tr> <td>2016 SU</td> <td>100</td> </tr> <tr> <td>Average</td> <td>96</td> </tr> </tbody> </table>	Year	Score	2014 FA	100	2015 SP	100	2015 SU	88	2016 SP	89	2016 SU	100	Average	96
Year	Score																		
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**Standard #4 Measurement and Analysis of Student Learning and Performance**

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition																												
<b>1. Student Learning Results</b>	A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.																												
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)																								
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative																												
<b>Performance Measure:</b> SLO 4 - Students will be able to apply biblical principles and theories of leadership to effectively manage individuals and groups within the organization framework. <b>Measurable Goal:</b> Students will describe the importance of relationships among individuals and groups as it applies to the nature, structure, and performance of organizational life from a biblical perspective in BUS 515 <b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).	<b>Measurement Instrument:</b> Leadership Paper in BUS 515 assessed using a standardized rubric <b>Type of Instrument:</b> Direct, Formative, Internal	<b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale. <b>Current Results:</b> Goal met. <b>1. Problem Analysis.</b> An average of 90.8% of students scored 3 or 4 out of 4 on a 4 points scale. <b>2. Solution Strategies.</b> An average of 92.8% of students scored 3 or 4 out of 4 on a 4 points scale. <b>3. Support Analysis.</b> An average of 89.0% of students scored 3 or 4 out of 4 on a 4 points scale.	Positive overall outcome indicates effective instruction. In Fall 2015, all scores fell considerably. Upon further investigation, different faculty were teaching the course and had differing expectation levels for the students. The professor who taught in Fall 2015 had significantly more rigorous expectations than normally seen in a masters-level course. As a result, that professor scored students lower on the assignment than previous professors did. Upon calibration and training of the faculty, scores returned to the expected pattern.	When the difference in expectations was discovered, the professor was counseled and trained on graduate-level expectations for calibration. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.	<table border="1"> <caption>Application and Analysis of Management &amp; Leadership Skills</caption> <thead> <tr> <th>Category</th> <th>2014 FA</th> <th>2015 SP</th> <th>2015 FA</th> <th>2016 SP</th> <th>Average</th> </tr> </thead> <tbody> <tr> <td>Problem Analysis</td> <td>95</td> <td>100</td> <td>75</td> <td>90</td> <td>90</td> </tr> <tr> <td>Solution Strategies</td> <td>95</td> <td>100</td> <td>75</td> <td>100</td> <td>92.5</td> </tr> <tr> <td>Support of Analysis</td> <td>95</td> <td>100</td> <td>60</td> <td>100</td> <td>91.25</td> </tr> </tbody> </table>	Category	2014 FA	2015 SP	2015 FA	2016 SP	Average	Problem Analysis	95	100	75	90	90	Solution Strategies	95	100	75	100	92.5	Support of Analysis	95	100	60	100	91.25
Category	2014 FA	2015 SP	2015 FA	2016 SP	Average																								
Problem Analysis	95	100	75	90	90																								
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Support of Analysis	95	100	60	100	91.25																								
<b>Performance Measure:</b> SLO 5 - Students will be able to apply ethical reasoning and legal principles to guide effective decisions in business administration and management. <b>Measurable Goal:</b> Students will develop and articulate ethical reasoning from a biblical perspective and apply this reasoning to problem solving and decision making in BUS 525 <b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).	<b>Measurement Instrument:</b> Research Paper Pattern #3 in BUS 525 assessed using a standardized rubric <b>Type of Instrument:</b> Direct, Formative, Internal	<b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale. <b>Current Results:</b> Goal met. An average of 97.7% of students scored 3 or 4 out of 4 on a 4 points scale.	Positive outcome indicates effective instruction. Students complete similar assignments leading up to this assignment where they apply ethical reasoning in a variety of situations and real-world scenarios. The professor provides detailed feedback for students to support their discussion and rationale. When the Critical Assignment is due, students have satisfactorily implemented that feedback.	Although no action is required at this time, a further look to ensure calibration in the use of the rubric can be considered due to the consistently high outcome. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.	<table border="1"> <caption>Analysis of Legal, Ethical and Biblical Issues</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 SP</td> <td>93</td> </tr> <tr> <td>2015 SP</td> <td>100</td> </tr> <tr> <td>2016 SP</td> <td>100</td> </tr> <tr> <td>Average</td> <td>97.7</td> </tr> </tbody> </table>	Year	Score	2014 SP	93	2015 SP	100	2016 SP	100	Average	97.7														
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Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)										
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?											
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative														
<p><b>Performance Measure:</b> SLO 8 - Students will be able to prepare financial transactions and interpret performance.</p> <p><b>Measurable Goal:</b> Students will analyze financial position and performance to assess organizational needs for effective business analysis techniques in BUS 539</p> <p><b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Company Analysis Project in BUS 539 assessed using a standardized rubric</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 75.1% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Students are required to develop a complex, comprehensive analysis of a company. In Summer 2014, a significant number of students struggled to synthesize the data related to the elements of the detailed and comprehensive analysis of the company as a whole. Instead, students either restated the data in narrative form without an analysis or they provided a simple analysis of each individual item without developing an integrative analysis of the company's overall financial performance. After additional instructions were included, performance improved.</p>	<p>After Summer 2014, the professor rewrote the instructions to provide additional information and to more thoroughly explain the expectations and requirements of the analysis portion of the assignment. As a result, scores improved. In the next redevelopments, the course builder will provide additional instructions and description related to the depth and breadth of the analysis required in the assignment. Examples of a simple versus a comprehensive and integrative analysis will be provided to help all students gain a more thorough understanding of the requirements and expectations of the analysis. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p>Analyze Company Financial Condition</p> <table border="1"> <caption>Analyze Company Financial Condition</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 SU</td> <td>58</td> </tr> <tr> <td>2015 SU</td> <td>82</td> </tr> <tr> <td>2016 SU</td> <td>84</td> </tr> <tr> <td>Average</td> <td>75</td> </tr> </tbody> </table>	Year	Score	2014 SU	58	2015 SU	82	2016 SU	84	Average	75
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Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
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Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
<p><b>Performance Measure:</b> SLO 1 - Students will be able to effectively present information orally and in writing.  <b>Measurable Goal:</b> Students will demonstrate the ability to present written information in an organized, clear and concise manner in ACC 510  <b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Audit Risk Analysis Paper in ACC 510 assessed using a standardized rubric  <b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.  <b>Current Results:</b> Goal met. An average of 100% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective instruction. Students complete numerous minor writing assignments throughout the course leading up to this assignment. The professor provides detailed feedback for students to integrate into future writing assignments to improve and polish their writing skills. When the Critical Assignment is due, students have satisfactorily implemented that feedback.</p>	<p>Although no action is required at this time, a further look to ensure calibration in the use of the rubric can be considered due to the consistent 100% outcome. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Demonstrate Effective Writing Skills</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2014 FA</td> <td>100</td> </tr> <tr> <td>2015 FA</td> <td>100</td> </tr> <tr> <td>Average</td> <td>100</td> </tr> </tbody> </table>	Year	Score (%)	2014 FA	100	2015 FA	100	Average	100
Year	Score (%)												
2014 FA	100												
2015 FA	100												
Average	100												
<p><b>Performance Measure:</b> SLO 5 - Students will be able to apply ethical reasoning and legal principles to guide effective decisions in business administration and management.  <b>Measurable Goal:</b> Students will develop and articulate ethical reasoning from a biblical perspective and apply this reasoning to problem solving and decision making in BUS 525  <b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Research Paper Pattern #3 in BUS 525 assessed using a standardized rubric  <b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.  <b>Current Results:</b> Goal met. An average of 100% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective instruction. Students complete similar assignments leading up to this assignment where they apply ethical reasoning in a variety of situations and real-world scenarios. The professor provides detailed feedback for students to support their discussion and rationale. When the Critical Assignment is due, students have satisfactorily implemented that feedback.</p>	<p>Although no action is required at this time, a further look to ensure calibration in the use of the rubric can be considered due to the consistent 100% outcome. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Analysis of Legal, Ethical and Biblical Issues</caption> <thead> <tr> <th>Year</th> <th>Score (%)</th> </tr> </thead> <tbody> <tr> <td>2015 SP</td> <td>100</td> </tr> <tr> <td>2016 SP</td> <td>100</td> </tr> <tr> <td>Average</td> <td>100</td> </tr> </tbody> </table>	Year	Score (%)	2015 SP	100	2016 SP	100	Average	100
Year	Score (%)												
2015 SP	100												
2016 SP	100												
Average	100												

		Analysis of Results											
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
<p><b>Performance Measure:</b> SLO 8 - Students will be able to prepare financial transactions and interpret performance.</p> <p><b>Measurable Goal:</b> Students will analyze financial position and performance to assess organizational needs for effective business analysis techniques in BUS 539</p> <p><b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Company Analysis Project in BUS 539 assessed using a standardized rubric</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 83.8% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Students are required to develop a complex, comprehensive analysis of a company. Some students struggle to synthesize the data related to the elements of the detailed and comprehensive analysis of the company as a whole. Instead, those students either restate the data in narrative form without an analysis or they provide a simple analysis of each individual item without developing an integrative analysis of the company's overall financial performance.</p>	<p>The professor will provide additional instructions and describing the depth and breadth of the analysis required in the assignment. Examples of a simple versus a comprehensive and integrative analysis will be provided to help all students gain a more thorough understanding of the requirements and expectations of the analysis. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p>Analyze Company Financial Condition</p> <table border="1"> <caption>Analyze Company Financial Condition</caption> <thead> <tr> <th>Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015 SU</td> <td>83.0</td> </tr> <tr> <td>2016 SU</td> <td>84.5</td> </tr> <tr> <td>Average</td> <td>83.8</td> </tr> </tbody> </table>	Category	Score	2015 SU	83.0	2016 SU	84.5	Average	83.8
Category	Score												
2015 SU	83.0												
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**Standard #4 Measurement and Analysis of Student Learning and Performance**

Use this table to supply data for Criterion 4.2. (Figure 4.2 in self-study)

Performance Indicator	Definition
<b>1. Student Learning Results</b>	<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination.</i> Add these to the description of the measurement instrument in column two:</p> <p>Direct - Assessing student performance by examining samples of student work                      Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information.                      Formative – An assessment conducted during the student’s education.                      Summative – An assessment conducted at the end of the student’s education.                      Internal – An assessment instrument that was developed within the business unit.                      External – An assessment instrument that was developed outside the business unit.                      Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>

Performance Measure	What is your measurement instrument or process?	Analysis of Results			Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)								
		Current Results	Analysis of Results	Action Taken or Improvement made									
Measurable goal	Do not use grades.	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?									
What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
<p><b>Performance Measure:</b> SLO 1 - Students will be able to effectively present information orally and in writing.</p> <p><b>Measurable Goal:</b> Students will demonstrate the ability to present written information in an organized, clear and concise manner in ACC 510</p> <p><b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Audit Risk Analysis Paper in ACC 510 assessed using a standardized rubric</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 100% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective instruction. Students complete numerous minor writing assignments throughout the course leading up to this assignment. The professor provides detailed feedback for students to integrate into future writing assignments to improve and polish their writing skills. When the Critical Assignment is due, students have satisfactorily implemented that feedback.</p>	<p>Although no action is required at this time, a further look to ensure calibration in the use of the rubric can be considered due to the consistent 100% outcome. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Demonstrate Effective Writing Skills</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2014 FA</td> <td>100</td> </tr> <tr> <td>2015 FA</td> <td>100</td> </tr> <tr> <td>Average</td> <td>100</td> </tr> </tbody> </table>	Year	Score	2014 FA	100	2015 FA	100	Average	100
Year	Score												
2014 FA	100												
2015 FA	100												
Average	100												
<p><b>Performance Measure:</b> SLO 6 - Students will be able to prepare financial transactions and interpret performance.</p> <p><b>Measurable Goal:</b> Students will analyze financial position and performance to assess organizational needs for effective business management and long-term sustainability in BUS 539</p> <p><b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Company Analysis Project in BUS 539 assessed using a standardized rubric</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 83.8% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective overall instruction. Students are required to develop a complex, comprehensive analysis of a company. Some students struggle to synthesize the data related to the elements of the detailed and comprehensive analysis of the company as a whole. Instead, those students either restate the data in narrative form without an analysis or they provide a simple analysis of each individual item without developing an integrative analysis of the company's overall financial performance.</p>	<p>The professor will provide additional instructions and describing the depth and breadth of the analysis required in the assignment. Examples of a simple versus a comprehensive and integrative analysis will be provided to help all students gain a more thorough understanding of the requirements and expectations of the analysis. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<table border="1"> <caption>Analyze Company Financial Condition</caption> <thead> <tr> <th>Year</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015 SU</td> <td>83.8</td> </tr> <tr> <td>2016 SU</td> <td>83.8</td> </tr> <tr> <td>Average</td> <td>83.8</td> </tr> </tbody> </table>	Year	Score	2015 SU	83.8	2016 SU	83.8	Average	83.8
Year	Score												
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What is your goal?	(Indicate type of instrument) direct, formative, internal, comparative												
<p><b>Performance Measure:</b> SLO 7 - Students will be able to demonstrate knowledge of ethical and legal systems as they relate to the accounting profession.</p> <p><b>Measurable Goal:</b> Students will develop and articulate ethical frameworks and moral reasoning and apply them to accounting practices and decision-making in ACC 560</p> <p><b>What is your goal?</b> 75% of students will score 80% or more (3 or 4 out of 4 on a 4 point scale).</p>	<p><b>Measurement Instrument:</b> Case Study Analysis</p> <p><b>Type of Instrument:</b> Direct, Formative, Internal, Comparison between courses</p>	<p><b>What is your goal?</b> 75% of students will score 3 or 4 out of 4 on a 4 point scale.</p> <p><b>Current Results:</b> Goal met. An average of 100% of students scored 3 or 4 out of 4 on a 4 points scale.</p>	<p>Positive outcome indicates effective instruction. Students complete writing assignments leading up to this assignment where they analyze ethical frameworks and moral reasoning in a variety of situations and real-world scenarios. The professor provides detailed feedback for students to support their discussion and rationale. When the Critical Assignment is due, students have satisfactorily implemented that feedback.</p>	<p>Although no action is required at this time, a further look to ensure calibration in the use of the rubric can be considered due to the consistent 100% outcome. Continue to monitor each time course is taught. If action is indicated in the future, the course developer, department chair, and assistant dean of curriculum development will review the course and make appropriate adjustments.</p>	<p style="text-align: center;">Analysis of Legal, Ethical and Biblical Issues</p> <table border="1"> <caption>Data for Analysis of Legal, Ethical and Biblical Issues</caption> <thead> <tr> <th>Year/Category</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>2015 SP</td> <td>100</td> </tr> <tr> <td>2016 SP</td> <td>100</td> </tr> <tr> <td>Average</td> <td>100</td> </tr> </tbody> </table>	Year/Category	Score	2015 SP	100	2016 SP	100	Average	100
Year/Category	Score												
2015 SP	100												
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## Standard #6 - Organizational Performance Results, Table 6.1

Complete the following table. Provide three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

**Table 6.1 Standard 6 - Organizational Performance Results**

<b>Organizational Effectiveness Results</b>	Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting students' performance. <b>Key indicators may include:</b> graduation rates, enrollment, improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, or partnerships, retention rates by program, and what you report to governing boards and administrative units.																									
<b>Performance Measure</b>	<b>Analysis of Results</b>				<b>Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)</b>																					
<b>Measurable goal</b>	<b>What is your measurement instrument or process?</b>  (Indicate length of cycle)	<b>Current Results</b>  What are your current results?	<b>Analysis of Results</b>  What did you learn from the results?	<b>Action Taken or Improvement made</b>  What did you improve or what is your next step?																						
<b>What is your goal?</b>																										
<b>Student Statistics</b>  <b>Enrollment</b> Student recruiting and enrollment is handled through the Enrollment Services department. Enrollment goals are available for the fall semester. <b>The enrollment goal for Fall 2014 was 1,834. The enrollment goal for Fall 2015 was 1,737.</b>	Enrollment headcount - Fall semester by semester	<b>OPS Enrollment:</b> As programs gain traction in the marketplace and improve in reputation, enrollment is growing at an organic and manageable rate. Enrollments dips in the summer sessions are typically due to factors such as: 1) the traditional timing of Spring graduation, 2) the traditional timing of a fall start date for academic programs, 3) some students choose to take the summer off from school for family and vacation purposes	Programs continue to increase over time in all programs. OPS exceeded the enrollment goal by 6 in Fall 2014 (Actual: 1,840; Goal: 1,834) and by 282 in Fall 2015 (Actual: 2,019; Goal: 1,737).	Recruiting and enrollment efforts are effective. Continue to build our reputation and work toward using advertising to target specific populations.	<table border="1" style="display: none;"> <caption>OPS Enrollment Data</caption> <thead> <tr> <th>Semester</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>FA 14</td> <td>1,840</td> <td>1,834</td> </tr> <tr> <td>SP 15</td> <td>~1,800</td> <td>-</td> </tr> <tr> <td>SU 15</td> <td>~1,800</td> <td>-</td> </tr> <tr> <td>FA 15</td> <td>2,019</td> <td>1,737</td> </tr> <tr> <td>SP 16</td> <td>~2,000</td> <td>-</td> </tr> <tr> <td>SU 16</td> <td>~2,000</td> <td>-</td> </tr> </tbody> </table>	Semester	Actual	Goal	FA 14	1,840	1,834	SP 15	~1,800	-	SU 15	~1,800	-	FA 15	2,019	1,737	SP 16	~2,000	-	SU 16	~2,000	-
Semester	Actual	Goal																								
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Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																			
What is your goal?																							
<p><b>Persistence</b> Student persistence is directly managed through the Enrollment Services department. As such, there are only division-wide persistence goals. While persistence is tracked by program, the division does not set program-specific persistence goals. <b>The persistence goal of the OPS division was 80%.</b></p>	<p>Percent of students that begin taking courses in one semester and continue their enrollment in coursework in the next semester (for example, Fall 2014 to Spring 2015)</p>	<p><b>OPS Persistence:</b> Persistence rates are high and healthy for the Division.</p>	<p>Since it is traditional to begin a program in the fall, those results will be analyzed. FA14 to SP15 Persistence was 86% for All OPS. FA15 to SP16 Persistence was 88% for All OPS. This is an improvement over time and exceeded the goal of 80%. Faculty and staff work diligently to ensure student success. Persistence dips in the summer sessions and recovers in the fall may be due to factors such as: 1) even though our programs run year-round, some students choose to take the summer off from school for family and vacation purposes and 2) with the traditional timing of a fall start date for academic programs, students enrolled in summer sessions are intrinsically motivated to continue in school from</p>	<p>Faculty complete Retention Alerts in the first three weeks in each eight week session for all students who are identified as being at-risk for failure. These alerts are sent to the students' Academic Advisors for follow-up and intervention. Faculty also call or email these students for additional follow-up and intervention. Continue to monitor persistence and implement additional interventions if persistence falls below an acceptable level. Develop additional interventions as appropriate to promote student success.</p>	<p>OPS Persistence Rates</p> <table border="1"> <caption>OPS Persistence Rates Data</caption> <thead> <tr> <th>Semester</th> <th>Actual (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>FA14-SP15</td> <td>86%</td> <td>80%</td> </tr> <tr> <td>SP15-SU15</td> <td>82%</td> <td>80%</td> </tr> <tr> <td>SU15-FA15</td> <td>83%</td> <td>80%</td> </tr> <tr> <td>FA15-SP16</td> <td>88%</td> <td>80%</td> </tr> <tr> <td>SP16-SU16</td> <td>85%</td> <td>80%</td> </tr> </tbody> </table>	Semester	Actual (%)	Goal (%)	FA14-SP15	86%	80%	SP15-SU15	82%	80%	SU15-FA15	83%	80%	FA15-SP16	88%	80%	SP16-SU16	85%	80%
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<p><b>Retention</b> Student retention is directly managed through the Enrollment Services department. As such, there are only division-wide retention goals. While retention is tracked by program, the division does not set program-specific retention goals. <b>The retention goal for Fall 2014 to Fall 2015 was 70%. The retention goal for Fall 2015</b></p>	<p>Percent of students that begin taking courses in one semester and continue in their enrollment in coursework to the same semester of the next academic year (for example Fall 2014 to Fall 2015).</p>	<p>Retention rates are high and healthy for all of the business programs.</p>	<p>Since it is traditional to begin a program in the fall, those results will be analyzed. FA14 to FA15 Retention was 66% for All OPS. FA15 to FA16 Persistence was 70% for All OPS. While these results did not meet the goals of 70% and 72%, respectively, Retention is improving over time. Faculty and staff work diligently to ensure student</p>	<p>Retention rates are important for student success. Faculty submit Retention Alerts in the first three weeks for each course every session for students identified as at-risk for failure. Faculty and Academic Advisors contact and follow up with students to provide support in an effort to help students succeed. This personalized experience helps students feel connected to</p>	<p>OPS Retention Rates</p> <table border="1"> <caption>OPS Retention Rates Data</caption> <thead> <tr> <th>Semester</th> <th>Actual (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>FA14-FA15</td> <td>66%</td> <td>70%</td> </tr> <tr> <td>SP15-SP16</td> <td>68%</td> <td>70%</td> </tr> <tr> <td>SU15-SU16</td> <td>70%</td> <td>72%</td> </tr> <tr> <td>FA15-FA16</td> <td>70%</td> <td>72%</td> </tr> </tbody> </table>	Semester	Actual (%)	Goal (%)	FA14-FA15	66%	70%	SP15-SP16	68%	70%	SU15-SU16	70%	72%	FA15-FA16	70%	72%			
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Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?																
What is your goal?																				
<b>Graduation</b> The graduation rate is directly managed through the Enrollment Services department. <b>The graduation rate goal was 50%.</b> The graduation rates reported here are for students that began coursework in a specifically identified semester (FA13, for example) who have since graduated.	Students who began attending courses in a particular semester who have gone on to graduate by the end of the Spring 2016 semester.	Graduation rates are congruent with the Division as a whole and can be viewed in the Graduation Rate graph.	In general, the seems to data indicate that graduation rates are decreasing over time. This may not indicate a lack of success but may instead be attributed to continued enrollment. There may be some students that are still enrolled in the programs and have not graduated yet. This is supported by the high persistence and retention rates shown throughout all programs.	OPS is a relatively young division (less than 6 years old). Many of the programs are new and will require time to grow and mature to appropriately evaluate graduation rates. Continue to monitor graduation rates and implement additional interventions if graduation rates falls below an acceptable level.	<table border="1"> <caption>OPS Graduation Rates</caption> <thead> <tr> <th>Semester</th> <th>Actual (%)</th> <th>Goal (%)</th> </tr> </thead> <tbody> <tr> <td>FA13</td> <td>65</td> <td>50</td> </tr> <tr> <td>SP14</td> <td>65</td> <td>50</td> </tr> <tr> <td>FA14</td> <td>55</td> <td>50</td> </tr> <tr> <td>SP15</td> <td>50</td> <td>50</td> </tr> </tbody> </table>	Semester	Actual (%)	Goal (%)	FA13	65	50	SP14	65	50	FA14	55	50	SP15	50	50
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Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?																	
<b>MOUs</b> MOUs are established to partner with businesses and organizations to provide valuable learning experiences for their employees. <b>The goal was to initiate 10 or more MOUs per year.</b>	Number of MOUs initiated or renewed between 2013-14 and 2015-16.	The MOU's initiated or renewed each year exceeded the set goals.	The goal has been exceeded each year. Dean of Enrollment and the executive level within academics works hard continues to seek out new partnerships.	Continue to develop, build, and foster relationships with business and organizations on a local, regional, and national level.	<table border="1"> <caption>MOUs Initiated or Renewed by Year</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>28</td> <td>10</td> </tr> <tr> <td>2014-15</td> <td>14</td> <td>10</td> </tr> <tr> <td>2015-16</td> <td>31</td> <td>10</td> </tr> </tbody> </table>	Year	Actual	Goal	2013-14	28	10	2014-15	14	10	2015-16	31	10
Year	Actual	Goal															
2013-14	28	10															
2014-15	14	10															
2015-16	31	10															
<b>The goal for total number of MOUs was 55 in 2013-14, 75 in 2014-2015, and 100 in 2015-16.</b>	Total Number of MOUs between 2013-14 and 2015-16.	Each year, the total number of MOU partnerships increases	While OPS did not meet the goals for total number of MOUs each year, significant progress is being made toward those goals. The Dean of Enrollment and the executive level within academics meet frequently with potential partners to discuss these relationships and the potential benefits to those organizations and their employees over time.	Continue to develop, build, and foster relationships with business and organizations on a local, regional, and national level.	<table border="1"> <caption>Total MOUs in Place</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>48</td> <td>55</td> </tr> <tr> <td>2014-15</td> <td>58</td> <td>75</td> </tr> <tr> <td>2015-16</td> <td>75</td> <td>100</td> </tr> </tbody> </table>	Year	Actual	Goal	2013-14	48	55	2014-15	58	75	2015-16	75	100
Year	Actual	Goal															
2013-14	48	55															
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2015-16	75	100															

Analysis of Results																	
Performance Measure	What is your measurement instrument or process?	Current Results	Analysis of Results	Action Taken or Improvement made	Insert Graphs or Tables of Resulting Trends (3-5 data points preferred)												
Measurable goal	(Indicate length of cycle)	What are your current results?	What did you learn from the results?	What did you improve or what is your next step?													
What is your goal?																	
The goal for enrollment is to grow MOU-related enrollment by 10% per year.	MOU enrollment each year	MOU-related enrollment is growing for OPS. There was a change in enrollment in 2014-15 with a significant increase in 2015-16.	The change in MOU enrollment in 2014-15 can be attributed to the completion of a large cohort at the County of Riverside. Subsequent MOUs with various organizations have been signed and are in effect which replaced and grew the enrollment in 2015-16. The overall increase in students enrolled in programs under MOUs each year provides evidence that these relationships yield positive results by offering programs that are relevant to employers and students.	Continue to develop, build, and foster relationships with business and organizations on a local, regional, and national level. As the number of MOUs and MOU-related enrollments increase, growth goals will be reevaluated.	<p>OPS Enrollment Related to MOUs</p> <table border="1"> <caption>OPS Enrollment Related to MOUs Data</caption> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>500</td> <td>400</td> </tr> <tr> <td>2014-15</td> <td>450</td> <td>450</td> </tr> <tr> <td>2015-16</td> <td>580</td> <td>480</td> </tr> </tbody> </table>	Year	Actual	Goal	2013-14	500	400	2014-15	450	450	2015-16	580	480
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